

section, which covers both native and foreign language, advises students to engage in the writing process on their own by a) cultivating the habit of reading a wide variety of texts and b) writing regularly (for example in a personal journal). Finally, the teacher's guide at the end of the book has six units (A-F) which provide an excellent overview of how to structure writing sessions; how to make writing interactive; handle reading texts, analyse essay titles; and provide feedback and notes to individual units.

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### **Reading in a Second Language: Moving from Theory to Practice**

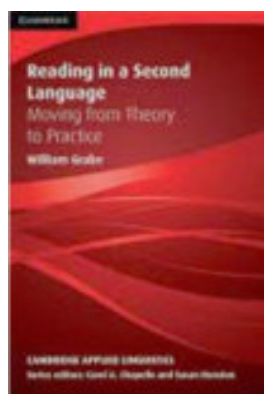
by William Grabe

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This book is an important contribution in understanding the cognitive process and the pedagogical application for 'reading'. Although it is about second language (L2) reading, it has

a comprehensive review of theories and practices in first language reading research as well. Grabe has given a very detailed account of current research in reading theories in both L1 and L2 studies and their applications in pedagogical practices.

There are eighteen chapters in the book. These chapters are divided into four sections. In part 1, which consists of chapters 1-5, the author discusses academic reading, how reading works at lower processing levels of word and meaning, how reading comprehension emerges, and various complex cognitive concepts and models in reading. Part 2 consists of four chapters about learner differences, leaning to read in L1(s), differences between L1 and L2 reading, socio-cultural sources of reading ability variation and motivation for reading in both L1 and L2. Part 3 also consists of four chapters and covers reading comprehension abilities, research-guided teaching approaches, curriculum development, main-idea comprehension in L2 reading, methods of developing strategic reading and discussions about the importance of vocabulary in reading. Part 4 is about fluency in reading, L2 fluency in word and passage reading, curriculum development and instructional strategies and reading assessment.

This book is an important resource for teachers who wish to teach reading and fluency in reading, and for those who wish to understand theories and methods in teaching L1 and L2 reading. The helpful tips scattered across the book and in the conclusion chapter help teachers with curriculum development and assessment.

Vandana Puri